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ABSTRACT

The guide provides lesson plans for a 12-week situational English course geared toward career development at the junior high school level. The course aims at increasing eighth- and ninth-grade student self-awareness, involving interested parents in classroom activities, and providing students with an opportunity to evaluate what they have learned about themselves and careers during the course. Each unit presents goals, developmental objectives, performance activities, and outcome measures. Activities include job explorations, interviews, speeches, lifestyle profiles, and special projects. Unit topics cover such things as career clusters, career profile diaries, leisure time activities, employee-employer relationships, reasons for working, personal preferences and dislikes, governmental structures, listening attitudes, oral and written skills used in business, and lifestyles of various careers. (JR)

SITUATIONAL ENGLISH

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CAREER DEVELOPMENT GUIDES

CE000805

SCHOOL DISTRICT OF UNIVERSITY CITY, MISSOURI

ED106631

TOPIC: S I T U A T I O N A L. E N G L I S H

AREA: English

AUTHOR: JEANETTE D. APPEL, Teacher

PERFORMANCE LEVEL: Secondary -
Grades 8 - 9

SCHOOL: HANLEY JUNIOR HIGH SCHOOL
University City, Missouri

DATE: S U M M E R - 1 9 7 4

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INTRODUCTION

COURSE GOAL: Through increased self-awareness students will be better able to choose an area in which they would consider a possible job/career choice.

COURSE DEVELOPMENTAL OBJECTIVE: Using the resulting career profile diary, students will describe their career choices and show how the careers relate to their career profiles.

PERFORMANCE ACTIVITIES:

1. Self-exploration (oral/written)
2. Skill background
   Application of skills to simulated situations
3. Human relationships
4. Career Profile Diary
5. Activities for culmination (oral/written)

GOAL: Through participation parents will become more involved with the classroom content.

DEVELOPMENTAL OBJECTIVE: Interested parents will become resource persons for class.

PERFORMANCE ACTIVITIES:

1. Students will be asked to volunteer to take home a written request from the class to their parents asking them to act as a resource person in their job capacity and to
   a. be interviewed

1. in person at school or at home

2. by telephone

b. come in to answer student questions during class time.

1. small group interview

2. presentation to group and large group interview

c. be willing to arrange for an interested student to visit his place of work for part of a day (student providing transportation, parental permission, other subject area permission and principal's permission needed).

d. be willing to participate in "Careers Day" possibly in conjunction with the other careers programs in the school.

OUTCOME MEASURE:

A few parents will respond with at least a willingness to cooperate.

GOAL: Students will evaluate whether they have learned about themselves and careers during the twelve week course.

DEVELOPMENTAL OBJECTIVE: Students will compare their original statements with ones made at the end of the course and evaluate for themselves if they have changed during the course.

PERFORMANCE ACTIVITIES::

1. Students will answer "pretest" questions:

a. What job/career have you chosen or are you interested in?

b. What type of activities do you expect from this course?

c. What do you want to learn from this course?

2. "Pretest" will be kept by teacher who should pay particular attention to "b" and "c" for possible additions/revisions of course.

3. Post-test:

   a. What job/career have you chosen or are you interested in?

   b. What activity did you enjoy most? least?

   c. What did you learn about that you didn't know before?

   d. What should have been a part of the course but wasn't?

   e. Would you recommend this course to a friend you like? Please explain why briefly.

   f. Would this course have been better for you in a different class?

   g. Would this course have been better for you with a different teacher?

4. Hand back pretests to students, giving them time to note the differences or similarities in responses.

OUTCOME MEASURE:

Students will write a resporse to the statement: "I feel this course was valuable to me." (This antithesis may also be supported.) The students should use their pre and post "tests" as support "data."

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

CULMINATING GOAL: By choosing at least a cluster in which they are interested, students will learn more about careers.

CULMINATING DEVELOPMENTAL OBJECTIVE: Choosing one of the suggested activities or one of their own creation, the student will work on learning about job opportunities in his tentatively chosen field, and present the material from a personal point of view demonstrating the application of the information gathered in the career profile diaries and in the manner suggested by the activity.

PERFORMANCE ACTIVITIES:

1. Job (or Jobs) Exploration: Opportunity for students to discover the in depth requirements of a particular job or career cluster. It may be in project-written report form with bibliography.
2. Community Interview: Interview of someone involved in community commerce. (for details see "special Project")
3. Formal Speech: If students are interested in a job that would require that they speak in public, they may choose to give a 3-5 minute formal speech. Topic selection to be done in conference.
4. Lifestyle Profile: Including description of leisure time activities, goals and job activities, the

students may project the results of their job choices as they apply to their personal life. Interviews, fiction-nonfiction books, and T.V. may be used as references for description.

5. Student Developed Activity: Activities related to career choices of students' own designs. Activities discussed with teacher and expected results (goals) committed to by students. (Maybe changed during subsequent conferences.)

6. Special Project: Interview of individuals involved in community -- fire department, Target, banks, sanitation department, parks department, highway department and other people with businesses in University City. Suggested questions.

   a. What is your impression of Hanley?
   b. What activities or incidents do you associate with Hanley?
   c. What kind of things do you expect to hear?
   d. What could be done by students to improve your impression?
   e. What are some of the advantages of working in University City? Some of the disadvantages?
   f. How many people are involved in the operation (Business)?
   g. Are there part-time jobs that have been or are available?
   h. What are some of the routine activities that are involved in your job.
   i. Do you have any questions you would like to ask?
   j. Along with responses to questions, student should write a reaction paragraph. As a citizen of University City.

OUTCOME MEASURE:

Using what he knows and the resources available the student will achieve a finished activity fitting the description given in the culminating developmental objective. Students will perform interviews and write up responses.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOALS

1. By choosing at least a cluster in which he is interested, the student will learn more about the job(s).
2. The student will become more aware of his preferences and dislikes concerning choices of activities and himself.
3. Leisure time activities are sometimes a part of a job/career choice. The student will discuss the concept in relation to himself.
4. The student will be able to perform some written skills that are frequently used in business.
5. The student will be able to perform some oral skills that are frequently used in business.
6. The student will use newspaper ads to practice consumer comparison.
7. The student will be able to demonstrate to himself that the newspaper is a source of job information.
8. The student will be able to analyze credit costs.
9. The student will consider the question, "What do I want most out of life?"
10. The student will discuss question of "Why work?" in relation to himself.
11. The student will become familiar with an example of a structured relationship.
12. There are aspects of the relationship between employer and employee which the student will become more aware.
13. Using what he knows about interviewing and about employer-employee relationships, the student will interview an adult who is now working.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: From an introduction in which career clusters are explained, students will be able to explain orally or in writing the basic difference between the selection of a job and career and make a tentative choice as to which cluster(s) interests them initially.

DEVELOPMENTAL OBJECTIVE: Students will be able to state their choice of cluster(s) and relate what kind of jobs/careers are included.

PERFORMANCE ACTIVITIES:

1. Handout of "occupational clusters" from Bismark, North Dakota and of "The fifteen occupational clusters identified by the U.S. Office of Education."
2. Go over handouts. The students should be told about the Career People Diary, its purpose and how to begin their profile. They will be given a series of inventories to informally assess skills and interests.
3. Workbook On the Job also has exercises leading to choice of career cluster and may be used to help illustrate the idea as well as to initiate material to be recorded in the Career Profile Diaries.
4. After a tentative selection of career clusters and specific cluster(s) students may begin gathering general information from the SRA Work Widening Occupational Roles Kit and the Encyclopedia of Occupation.

OUTCOME MEASURE:

Students will be able to record selection of cluster and career in their Career Profile Diaries.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: The students will keep in their Career Profile Diaries the results and their reactions to the results of a series of evaluations in terms of their career choices.

DEVELOPMENTAL ACTIVITY: The students will be able to use tests as a self-diagnostic tool.

PERFORMANCE ACTIVITIES:

1. Students will be given surveys/evaluations after each result. The student in a group or individually will react emotionally and intellectually to the results keeping in mind that the focus is an eventual career decision. Suggested materials from SRA: "Short Test of Educational Ability", "Survey of Personal Values", "Survey of Interpersonal Values", "What I Like To Do", "Discovering Your Real Interests", "Do Your Dreams Match Your Talents."
2. Discussions and written reactions in terms of self-evaluation can be stimulated by "Exploring the World of Jobs", "The Job in Your Future", "Your Abilities", "Finding Part Time Jobs", "How to Get the Job", "What Employers Want", "What is Honesty?" "Your Behavioral Problems." (All also SRA).

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: Students will consider the question "What do I want most out of life?"

DEVELOPMENTAL OBJECTIVE: Students will be able to state how they feel about five major facets of life (a) spiritual well being, (b) family, (c) friends, (d) leisure-time activities, (e) career.

PERFORMANCE ACTIVITIES:

1. The terms/categories can be clarified if necessary.
2. The idea of long-term and/or short-term goals should be clarified. Students may wish to list five long-term and five short-term goals in their Career Profile Diaries.

OUTCOME MEASURE:

Students will discuss in writing the five areas in the order that they feel they are important to them.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: Leisure time activities are sometimes a part of a job/career choice. Students will discuss the concept in relation to themselves.

DEVELOPMENTAL OBJECTIVE: Students will list their leisure time activities and decide which ones are likely to continue through retirement.

PERFORMANCE ACTIVITIES:

1. Discuss stereotype leisure time activities e.g. What does the hard hat do after work to relax? The company executive? Have students (1) write a profile of a "typical" or (2) create a collage in which the stereotype is illustrated or (3) list T.V. programs and specific job stereotypes that are "employed".
2. Does job choice necessarily limit leisure time activities?
3. Have students clarify what they mean by "leisure time." Compare dictionary definition with class' definition. How do they compare?
4. Why should someone think about leisure time activities? Can they be classified into constructive and destructive?
5. What happens to someone who puts his work and leisure time into his business when he retires?
6. Students should consider what, if any, leisure time activities are usually associated with their job/career choices.

OUTCOME MEASURE: Students will list their present leisure activities circling the ones that they could possibly pursue into adulthood and into retirement.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: The student will become familiar with an example of a structured relationship.

DEVELOPMENTAL OBJECTIVE: Students will be able to discuss in writing the obvious differences between structured and unstructured relationships as they might apply to given situations.

PERFORMANCE ACTIVITIES:

1. Discuss the obvious differences between structured and unstructured relationships.
2. Why are there authority and regulations in a work or school situation (oral or written discussions)?
3. Students may consider their feelings toward authority. Different people who are in authority positions may be listed on the board and in their career profile diaries the students can record (1) what is their immediate reaction to the title that the individual fills (2) does the job he holds have an influence on how they react (3) do they know the individual as a person and (4) what makes them react favorably or unfavorably to them.
4. Students should consider their parents. Do they feel that they are authority figures? How do they feel when their parents refuse permission for something. Role-playing situations can be done followed by role reversals. In diaries students can record how they feel from a parent's point of view.
5. Students may choose one of the authority figures and react in

his/her place to what the students have written. Then they may react to the individual as his daughter or son might.

6. In a face to face encounter how might the students treat the individual in authority. Discussion can follow on whether politeness and politics are hypocrisy and what are some of the outcomes of showing honest reactions to authority figures and what might the result of hypocrisy be?
7. In their diaries students may record whether they feel that they are honest about people and to people in social relationships. To help them decide, role playing situations and arguing from business/school situations with teachers or employers to a friend who is particularly vulnerable. Students may also determine how strongly they feel about the issue and whether their feelings will effect their job choice.
8. Have students react to "in customer relations the most important traits to remember are tact, courtesy, and respect."
   a. Stress the new relationship being discussed (i.e. customer-employee).
   b. Have students give examples of instances when they as customers were treated poorly, treated well. (Role playing could be used to act out situations given as examples and then the correction or improved way.)
9. The way others see you - how do people initially judge others? When meeting an adult for the first time, a contemporary, someone younger -- what do students look for to help them decide whether they liked the person or would care to see them again?

a. Students could write for themselves a "How I perceive how others perceive me" description.

b. When going for an interview how does one dress? act?

10. Introduct idea of principle of self-concept and how it may effect personal relationships and employer-employee relationships.

11. Students may write in their diaries the completing of the sentence beginning "A goal I very often. . ." "When somebody meets me for the first time he/she thinks. . . "

OUTCOME MEASURE:

Given an example of several situations, students will be able to recognize them (in writing or orally) as structured and unstructured and describe behavior appropriate for the situation.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: There are aspects of relationships between people generally that apply to employee-employer relationships of which students will become more aware.

DEVELOPMENTAL OBJECTIVE: Students will go through identification of some values and discuss role-play or write responses to situations that test values.

1. Discussion as to what values are/will be needed and class can contribute to compiling a list on the board.
2. Using the list, students are to list values in order of importance in their career profile diaries. Small groups may be formed to share the ordering and for discussion. Board list then may be used to tabulate the most commonly held values.
3. Students may reorder values list. If they have changed their minds then they should write an explanation of why the one they put first is the most important.
4. Role-playing situations testing the strength in which certain values are held may be used to stimulate discussion.
5. Students may also record in their career profile diary how they feel about others who do not share their same choice of values. They should also consider the question "Do values change?" and what type of experience might cause them to change.

PERFORMANCE ACTIVITIES:

1. Attitude consideration: Students are presented with a case

study involving an attitude situation. Students will discuss orally or in writing their response to questions concerning:

a. cooperation
b. honesty
c. initiative
d. open-mindedness
e. dependability
f. enthusiasm
g. acceptance of criticism
h. loyalty

2. Rationalization for behavior from employer and employee viewpoints.
   a. Have students assume the role of an employer. In an effort to help your employees understand your point of view you ask them to read your explanation of each category. Student will fill in an explanation as the employer.
      1. cooperation
      2. honesty
      3. initiative
      4. willingness to learn
      5. willingness to follow directions
      6. dependability
      7. enthusiasm
      8. acceptance of criticism
      9. loyalty
   b. Have students assume the role of employees and have them explain to their employers why they expect the following:

1. regular payment and on time
2. safe working conditions
3. training for new job functions
4. introductions to co-workers
5. explanations of rules and regulations
6. explarations of changes in duties
7. evaluation of one's work
8. discipline if one breaks the rules
9. honesty

OUTCOME MEASURE:

Students will write, discuss or role-play their options of given situations in school or in business which require a judgment about values.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: Students will discuss question of "Why work?" in relation to themselves.

DEVELOPMENTAL OBJECTIVE: Student will be able to rationalize a reason for working or why he feels he may not have to. (If possible student should consider same question in relation to school work since these are ninth grade students.)

PERFORMANCE ACTIVITIES:

1. Again survey of married couples can be used as take-off point.
2. Have students list economic reasons for working.
3. Have students list luxuries each would like.
4. Have students list social reasons for working.
5. Have students list psychological reasons.
6. Each can be discussed after the listing is done.
7. Have students then apply same questions to school work.
   a. How are the answers the same? different?
   b. What are the advantages of a job over school and vice-versa.

OUTCOME MEASURE:

Students will be able to discuss the writing their own rationalizations concerning the question of "Why work?"

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: Students will become more aware of their preferences and dislikes concerning choices of activities and themselves.

DEVELOPMENTAL OBJECTIVE:

After the students have completed several tests and considerations, they will use the results for the career/profile and apply the profile to the choice of a job cluster area.

PERFORMANCE ACTIVITIES:

1. Have students consider what they like to do most. Students will reevaluate their initial cluster selection in terms of whether the choices seem to fit their preferences.
2. Students will identify their personal qualities. They will first identify and rank qualities in men and women that they admire, and then answer a questionnaire that has been prepared by the instructor.
3. Show films "Huelga," "Being Friend," "Cooperation," "Telling the Truth," "Understanding Others," and "Understanding Ourselves" to stimulate discussion and have class consider whether their values list should be added to.
4. Students should make two lists in their diaries. One list should be headed "Natural Qualities" and the other "Acquired Qualities." Students might also include a third list entitled "Qualities I Plan to Improve On or Acquire."

OUTCOME MEASURE:

Students will use their profile and questionnaire results and write a short personal description of themselves relating to what they've discovered. They will also use this information to reevaluate the choice of job cluster in which they are interested. Finally students will be asked to consider the idea that perhaps during their lifetime they may competently have more than one career.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: Students will demonstrate basic understanding of Local, State and Federal governmental structures.

DEVELOPMENTAL OBJECTIVE: Students will be able to name major Local, State and Federal offices and the last names of their occupants.

PERFORMANCE ACTIVITIES:

1. Student(s) who have had Federal and State Government may wish to give initial presentation on basic government structure.
2. The question becomes what can an individual do to say or initiate change.
3. Individuals can be made responsible for finding out who is the City Mayor, the University City Mayor, the state officials, the area state representative, the federal representative and the five most important national offices in their order of designated importance.
4. Special influence groups - lobbies--in relation to careers represented may be appropriate.
5. Discussion of what is the correct procedure for a petition and what might be an appropriate issue can be held.
6. What does the voting age of 18 mean to the students? In terms of responsibility may be recorded in the career/profile diary.

OUTCOME MEASURE

Students will be able to name present top officials in Federal and State government

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: Students will be able to perform appropriate listening attitudes to various social situations.

DEVELOPMENTAL OBJECTIVES:

When presented with specific situations students will demonstrate socially appropriate behavior.

1. After reviewing "What are Manners" and individually reviewing their reactions from their career profile diaries, students will be shown films in which crowds of people are involved in an activity (football, baseball fans, concert audiences, movie audience) and following discussion can bring about a listerner's physical attitude description appropriate to each situation.
2. Body English can be discussed in terms of how well it communicates. (Pantomines can be set up to illustrate specific points made.)
3. If possible for this specific objective the group could be taken on several outings after which they could discuss what behavior they felt was appropriate.
4. Create role-playing situation in which one person is a disrupter during especially annoying or dangerous times. Have the group tell how they feel about the disrupter. Have the person playing the disruptor report how he feels.
5. In their career/profile diaries students can write their own feelings as to how they feel about someone who behaves inappropriately or if they have ever behaved inappropriately, how they felt during the occurrence and afterwards.

6. Talk about what social pressure means. Students may consider whether their friends can influence them enough to act out of character. They may want to include times when influence did occur and their reaction to how they felt. They may also write or discuss aloud the idea of when it is easier to do the socially acceptable action, alone against group action or with a group.
7. Gangs and mobs may be discussed. Films showing mob violence or gang activities can stimulate discussion as to what results this kind of social pressure may have.
8. Using pantomine situations small groups may demonstrate listening attitudes appropriate to observing an activity. The audience then guesses what activity is being "watched" and gives the attitudes that "clued them in."
9. If an assembly or actual musical performance occurs during the class' duration, students may arrange to sit together so that they may demonstrate and be observed demonstrating appropriate behavior.
10. Ways of showing approval and disapproval of performances should be discussed and demonstrated. Students should present their reaction to the question of whether someone's approval or disapproval should be allowed to interfere with their enjoyment of a performance (laughter during serious scenes of a play, rude noises during love scenes.) Students may decide acceptable alternative behaviors to employ if they find being part of an audience intolerable or when they cannot assume socially acceptable attitudes of attention.

OUTCOME MEASURE:

Through writing, pantomine or discussion students will demonstrate that they can assume an appropriate listening attitude in specific situations.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: Students will apply some oral skills that are frequently used in business.

DEVELOPMENTAL OBJECTIVE: Students will learn an interview technique, telephone use appropriate for specific situations, and formal-social introductions.

PERFORMANCE ACTIVITIES:

Interview

1. Students should choose someone to interview, if possible someone involved in a job in the career cluster in which they are interested. Discuss questions that could be asked.
2. Role playing of procedure should be done several times by volunteers before interviews.
3. Actual notes from the interview should be copied into notebook along with comments so that they can be useful for the final activity.

OUTCOME MEASURE:

Students will turn in an outline of an actual interview done outside of class and be able to become the interviewee in role playing in class if required.

PERFORMANCE ACTIVITIES:

Telephone

1. Teletrainer from Southwestern Bell (tapes of conversation) with speaker.

2. Have students consider ways in which telephone manners might influence their job or their even getting an interview.
3. Familiarize students with yellow pages and white pages. Have students look in their yellow pages at home and briefly note the organization of the classified phone book. If materials are limited, divide the room into teams and play one member of a team against a member from the other by calling out a company to find.
4. Have students look up in the alphabetical directory
   a. himself or a friend
   b. his school
   c. the local post office
   d. the nearest theatre
5. Since students have already decided on the one vocation in which they're interested, have them look up the section in which they're interested and count how many paid for extra advertising in the yellow pages. Ask whether or not the extra print would encourage them to choose one name over the others. Have them explain why if they can.
6. Students should notice where numbers of the fire department, police department, ambulance service are located.
7. Record "good" and "bad" telephone conversations so that often going over the procedure of good telephoning the students can listen and decide on what's wrong with them in a casual situation.
8. Long distance calling practice can be done in role playing situations.
9. Have students set up their own telephone situations. Use role playing

examples to stimulate discussion. Suggestions:

a. a call to a potential employer for a job interview.

b. girl friend to invite over

c. boy to girl for a date (or vice-versa, women lib advocates)

d. a call to make a complaint about an incorrect bill.

OUTCOME MEASURE:

Students will receive call at home in which they will demonstrate correct telephone manners and be able to take a message so that the next day they can repeat the message accurately.

PERFORMANCE ACTIVITIES:

Formal Introductions

1. Once the "rules" are memorized as evidenced by a quiz capitalize on role-playing. Make signs that read "Old Man," "Old Lady," Little Girl," "Little Boy," "Young Adult - Female," "Young Adult - Male," etc. Let group choose their signs at random and perform the impromptu introduction that results.
2. A follow-up may be situations in which students as themselves are put on the spot.
3. Discussion of reasons for learning formal introductions may be necessary.
4. Set up role-playing of a casual introduction. Compare it to the formal. Why is the formal so rigid?

OUTCOME MEASURE:

At the end of each situation the players will have a chance first of all to correct mistakes or declare themselves faultless. Then class members may make constructive comments and point out mistakes if any. Students can grade themselves.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: Students will be able to perform written skills that are frequently used in business.

DEVELOPMENTAL OBJECTIVE: Students will learn a correct way to fill out checks and be able to balance deductions from "accounts."

PERFORMANCE ACTIVITIES:

1. On a large "check" drawn on the chalk board students will tell the teacher or a fellow student how they think a check should be filled out. A correct form will be illustrated. Blank forms should be obtained from a cooperative bank.
2. Immediately following board demonstration, blank checks will be handed out with the instructions that students are to make out a check to their friend for an amount not to exceed ten dollars for club dues or a loan or any other appropriate reason.
3. Checks will be gone over with the students. Those checks that could be easily altered pointed out.
4. Go over difficult numbers to spell (may make appropriate bulletin board display).
5. Show film "Paying By Check"
6. Students will be given checking accounts of $500 and auctions will be held during which they can purchase tremendous bargains but can go no higher than $10 on each deal. They may bid until their money runs out and must write checks for their purchases. Students must not only keep record of their checks but a contest as to who gets

the best bargains can be made if at the end of the auction retail prices are put on each item and the student(s) who brought the most for the least is the "winner." Follow-up activities may include "garage sales" of unwanted items again for which only checks may be written.

OUTCOME MEASURE

Given blank check, students will correctly fill out the blanks.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: The students will be able to perform written skills that are used in business.

DEVELOPMENTAL OBJECTIVE: The students will fill out forms in class.

PERFORMANCE ACTIVITIES

1. Students will develop a list of terms and their meaning from business forms.
2. Actual forms may be used as may some of the standard forms in Jobs in Your Future.
3. In class students will fill out the installment buying contract, rent contract, mortgage, application for a personal loan, a car loan for a checking account and insurance forms. Simulated situations can be used to make the contracts' purpose real. For example students may choose cars in which they are interested and go through a process in role-playing of purchasing the car. (What happens when payments are missed may be included in the "drama.")

OUTCOME MEASURE:

The students will successfully fill out the forms completely.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: Students will be able to perform some written skills that are frequently used in business.

DEVELOPMENTAL OBJECTIVE: Students will learn semi-block business letter forms and be able to use the form in practice letters of complaint, request, inquiry and application.

PERFORMANCE ACTIVITIES:

1. Students are asked to write any one of the above mentioned letters using business form (pre-test).
2. Semi-block form illustrated by teacher and copied. Students can be encouraged to bring in copies of business letter forms and their content may also be discussed. Then pre-tests can be compared to the example.
3. Discussion of the reasons for writing business letters. Mock address given for assignments in which the students will write but real addresses may be found to use.
   a. letter of request
   b. letter of complaint
   c. letter of inquiry
   d. letter of application

OUTCOME MEASURE:

The students will be able to write a letter of request, complaint, inquiry and/or application with correct form, punctuation and with the content appropriate with the letter's purpose.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: The students will use the newspaper to learn that there are different kinds of writing in a newspaper.

DEVELOPMENTAL OBJECTIVE: The students will identify the different sections in which different kinds of writing are usually found.

1. Each student will bring a Post Dispatch (Extra credit may be offered to those who can bring in several newspapers so that extras will be available.)
2. Show film, "How to Read A Newspaper" on which students take notes.
3. After general questioning students, individually or working in small groups find examples of what the film mentions.
4. Volunteer(s) may like to create a bulletin board display showing the different examples of writing using the samples preferred by the whole class.
5. Advertising techniques can also be discussed especially in terms of what kind of advertisement appeals to them. Each student can bring in an ad from a newspaper (or magazine) that creates a desire to buy in them. The ads can be displayed and the students can try to figure out the appeal gimmick being used in each ad. As a possible project students could make up their own ads in which they use an obvious technique.

PERFORMANCE OBJECTIVE:

The students will be able to identify the various types of writing usually found in a newspaper.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: Students will use newspaper ads to practice consumer comparison.

DEVELOPMENTAL OBJECTIVE: Students will be able to use the newspaper to compare prices between similar goods.

PERFORMANCE ACTIVITIES:

1. Each student will be asked to bring a newspaper (preferably a Post Dispatch Wednesday paper).
2. Go through the major sections of the newspaper discussing what one finds in each section.
3. Using ads, have students compare the prices of several items e.g. grocery items, used cars, large applicances.
4. Project: Students go to grocery stores or department stores and shop a cross-section of products. Students should reach a conclusion about which store has cheaper prices for what and in which they personally would shop. If they would rather shop at the higher priced store, have them try to explain what other factors are important to them as shoppers.
5. Have students find ads in the paper that appeal to different desires of the consumer. (T.V. ads could also be used -- going into the different techniques e.g. testimonial)

DEVELOPMENTAL OBJECTIVE: Students will be able to demonstrate that the newspaper is a source of job information.

PERFORMANCE ACTIVITIES:

1. Post Dispatch for every student. Review major part of the paper

and how to use the index.

2. Games of "find the" may improve efficiency.
3. Let the students read the ads and write down three for the same type of job.
4. Have them write a short paragraph listing the qualities he feels would secure the job.
5. Encourage the student to look up qualifications for particular jobs. Then student will write a letter of application for one of the jobs.
6. Assume the potential employer is interested and return form letters requesting that the student call for an interview appointment.
7. Role play and have student actually make an appointment for a time during class. Carry out the interview.
8. Others should write in answer to another ad and repeat procedure until they too are given an interview time.

OUTCOME MEASURE:

Students will look in the classified section for job opportunities. They will choose ads and write letters of application in response.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: Using their career profile and salary information about their career cluster, the students will consider what life style might result.

DEVELOPMENTAL OBJECTIVE: The students will assume that they have been hired as a result of their interview and work out a budget in terms of their beginning salaries.

PERFORMANCE ACTIVITIES:

1. Students will break their salaries down to monthly sums.
2. Deductions will be discussed and illustrated. Using the gross amount, students will figure for the deductions usually taken from a check in their career cluster. Films or speakers explaining Social Security, union dues, health insurance, Federal and State Income Tax, can be shown so that the figures deducted will have a reason attached. Show film "Labor Relations - Do Not Fold, Staple."
3. With their net amounts, the students will use newspapers, experiences of older siblings to estimate living expenses. There are various articles in magazines and newspapers that can be used to give students an idea as to what expenditures will be unavoidable. Student may check with parents to see if their estimates make sense. Or students may be given a graph in which expenditures are listed and all they have to do is estimate the costs.
4. Films, "Budgeting," "Retail Credit," "Wise Use of Credit," "Manage Your Money" will add to the total picture for the students' consideration.

5. A possible assignment is for students to draw the floor plan of apartments they can afford (often plans are printed in the Sunday paper ads) and then furnish the apartment. Furniture can be drawn or cut from magazines or newspapers. The students keep careful record of their costs. Oral presentation of the project can include the budget information as well, allowing the class to become judges of whether individuals must have a hidden source of income or not.
6. Cars can be purchased within the budget plans and actual application for loans filled out.
7. Leisure time activities, appropriate clothing, vacations, and savings should be included in the budgets also and students should be reminded to keep their career profile diaries information in consideration.

OUTCOME MEASURE:

Students will fill out budgets in keeping with thier "salaries."

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: Students will be able to analyze credit costs.

DEVELOPMENTAL OBJECTIVE: Given case studies, students will be able to answer questions about credit costs.

PERFORMANCE ACTIVITIES:

1. Bring in a department store bill with the credit rate.
2. Bring in a math teacher to explain how to figure credit costs.
3. Students can choose a car from an ad in the newspaper and figure out the interest on the loan through the loan company and through a bank.
4. In simulated situations, have students decide what they would do if they "overextend" (consolidated loans, budgets. . .) or there is a family emergency for which they do not have enough money.
5. Discussions of what is a credit rating, how a rating is formed and the tremendous influence it has on credit purchasing power as well as how one establishes credit and why one might want to are appropriate.

OUTCOME MEASURE:

Students will perform the computations necessary to decide which loan is cheaper.